THE STATE PLAN FOR THE LIBRARY SERVICES AND TECHNOLOGY ACT IN AMERICAN SAMOA:
FY 2003 – 2007

Introduction:

The Feleti Barstow Public Library (FBPL) is the designated State Library Administrative Agency (SLAA) and serves as the central public library, or State Library, in the U.S. Territory of American Samoa. The *State Plan for the Library Services and Technology Act (LSTA) in American Samoa: FY 2003 – 2007* has been prepared by the Library Project Consultant, under the supervision of the Territorial Librarian. Data was collected from several sources and has been used to shape program decisions and modify goals and outcome targets for this new Five-Year Plan 2003 – 2007.

Due to the State Library's role as the only public library in American Samoa, this Five-Year Plan serves as the overall planning document for the State Library and encompasses programs and activities that will be supported by a variety of funding sources. LSTA funding is used only for those programs or activities that are approved for LSTA purposes, and they are noted as such under applicable Programs in the Goals and Objectives section.

Though the majority of funding for the State Library is non-LSTA monies, all activities and programs serve to complement LSTA goals. LSTA funding has played a significant role in enhancing the technical plan for the State Library resulting in improved computer resources and educational opportunities for the community of American Samoa.

American Samoa: An Overview
The basic geographic, historic, demographic, and economic facts about American Samoa are not widely known outside the territory and so merit a brief background presentation.

Geography:
American Samoa is a territory of the United States, and is the only U.S. possession in the Southern Hemisphere. It consists of the islands of Tutuila, Aunu'u, Manu'a (the islands of Ta'u, Ofu, and Olosega), Swains Island and Rose Atoll in the South Pacific Ocean, 2400 miles from Hawaii.

The Samoan Islands extend from 168-173 degrees west and from 13-15 degrees south. American Samoa occupies the 168-171 degree longitudinal portion of the archipelago, the eastern part of the Samoan Archipelago. The western part being the much larger independent country of Samoa (formerly Western Samoa). The total land area of American Samoa is 76 square miles, the vast majority of which is uninhabitable jungle-covered volcanic peaks and ravines. Over 95% of American Samoa's nearly 60,000 inhabitants reside on the main island of Tutuila, where average population density in its habitable area is more than 3,000 people per

square mile. The climate is hot and humid; rainfall varies from 120 to 200 inches annually, depending on where the measurement is taken, with an average temperature of 80 degrees Fahrenheit. The threat of tropical cyclones is imminent.

Tutuila, Aunu'u, and the Manu'a islands are high volcanic islands. Rose Atoll and Swains Island are both low coral atolls, Rose Atoll, 80 miles east of Manu'a, is an uninhabited U.S. National Wildlife Refuge. Swain's Island, about 230 miles north of Tutuila, is privately owned, with a current population of about 20. These are islands where everything continental - from roads to electronics - is climatically and culturally challenged.

Government:
American Samoa is an "unincorporated" and "unorganized" territory of the United States. It is unincorporated because not all provisions of the U.S. Constitution or all federal laws apply to the Territory. It is the only territory whose residents are "nationals" rather than citizens of the United States and who are not governed (as all other U.S. territories are) by an organic act of the U.S. Congress defining its legal relationship to the U.S. Instead, American Samoa has remained an "unorganized" territory, with its own Constitution, which is not sanctioned by the U.S. Congress. That Constitution was authorized by federal officials in 1966 and established a bilateral house - the Fono - consisting of 20 Representatives (two-year terms) elected by the public, and 18 Senators (four-year terms) chosen by the customary high chiefs from each district. In 1977 American Samoans for the first time elected their own Governor and Lieutenant Governor (four-year terms). Since 1981 the territory has been represented in Washington D.C. by a nonvoting delegate to the Congress (two-year term). The Secretary of the Interior, however, still holds ultimate veto power over any and all acts of the local government, including the existence of the government itself.

This unique unincorporated, unorganized status is the result of decisions consciously made by the American Samoan leaders - not to obtain citizenship nor acquire an organic act - in order to keep their traditional land tenure system. This status is a condition of the current contentment with U.S. sovereignty and has contributed - through the retention of native land rights - to the relative stability of the culture. American Samoa's territorial status, however, also allows American Samoa-based business - such as the tuna canneries and clothing manufacturers - to export their goods duty-free to the U.S. as "Made in the USA." This is an important consideration, seeing as American Samoa does not have to adhere to federal minimum-wage standards.

Demographics & Economics:
According to the 2000 census, the current population of American Samoa is nearly 60,000. This represents a population increase of 22% since the 1990 census, at an annual growth rate of 2%. There are slightly more males than females, and the median age is 21 years. This young population places a heavy demand on services, especially in the areas of education, health and medical, family advocacy and employment opportunities.

Nearly two-thirds of the population is citizens or nationals of the U.S. and 88% of the population are Samoans. American Samoan citizens also constitute a minority of the work force. Although it is difficult to measure, the number of people with immediate American

Samoan antecedents living outside Samoa - mainly in Hawaii, California, Utah, and the Pacific Northwest - is easily twenty times the number of American Samoans living in the territory.

In 2000, annual per capita income was $4,357, and 61% of families in the territory were living below the federal poverty level. The median household income was $18,219, with 11.6% of all households earning less than $5,000 per year. The American Samoa Government (ASG), is the single largest employer, with 5,000 employees, accounting for 30% of the work force. The two major U.S. tuna canneries at Pago Pago Harbor employ another third of the work force (mainly Western Samoans). According to the 2000 census, the remaining third of the work force were listed as employed in public service and administration positions. The average minimum wage in the territory is about $3.17 per hour.

ASG's total revenues were $144 million in 2000. Federal grant revenues regularly account for about 67% of all ASG revenues, the remaining 33% coming from locally raised revenues, mainly taxes.

Education:
According to the 2000 census, 20,830 people (36% of the total population) were enrolled in school. Of the 25,380 persons who are 25 years and over, 66.1% were high school graduates, and only 7.4% have attained bachelors or higher degrees.

Library History:

The first library was established in American Samoa in 1914 by the Naval Governor of the territory, who collected about 3,000 books from friends in the U.S. During the late 1930's, a territory-wide campaign resulted in the construction of the first library building near the U.S. Naval Base in the village of Utulei. That building - styled along the lines of a beehive-shaped Samoan *fale tali malo* with carved posts and traditional decorative lashings - was a cooperative effort between the Navy's Department of Public Works and native carpenters, and was much admired (a replica of it was exhibited at the 1939 new York World's Fair). In 1971 that building was replaced with a one-story, western-style building on the campus of Samoana High School in Utulei. The Office of Library Services, under the Department of Education ran this main public library and the school libraries. The main public library building was condemned in 1994, and its collection was dispersed within the school library system.

The Feleti Pacific Library grew out of a small Pacific Room collection devoted to Samoa and Pacific-area interests that was started in the Dept. of Education in the 1930's. Since the early 1970's, the collection was located in a building located adjacent to the Office of Library Services. Its holdings were non-circulating and number around 4,000 volumes including many rare books. This collection has since been transferred to the Feleti Barstow Public Library.

School Libraries:
According to the 2000 census there are 105 educational institutions in American Samoa. This includes both the public and private elementary and secondary schools and the American Samoa Community College. The combined public and private school libraries in American Samoa total 36 in number. In the public school system, there are 18 libraries with a full-time

library staff member, while the school principals supervise the remaining 8 public school libraries. Within the private school sector about one half of the libraries have library staff while the other half of the private school libraries are supervised by the school principal. Of the school libraries for which inventory figures are available, there are approximately 70,000 volumes available to students.

American Samoa Community College Library:
The college was established in 1970 to provide postsecondary educational opportunities to the residents of American Samoa. The original college site was in the village of Utulei, next to the public library. The public library then served the needs of the college as well as the neighboring high school. In 1977, three years after the college was relocated to the village of Malaeimi, the college library was opened on that site. The library serves the needs of 45 faculty members, 1200 students, and has approximately 22,000 volumes in addition to A/V materials and nine computer terminals. A new ASCC library is under construction and is due to be completed in 2003. The Western Association of Schools and Colleges (WASC) accredits the ASCC.

The Feleti Barstow Public Library:
After the existing public library building was condemned in 1994, the need for a new public library was soon realized. A public library board was formed to develop a plan for the new public library to serve the needs of all ages in the territory, including the needs of visually impaired and handicapped individuals. After several years of planning and fundraising (including a one million-dollar appropriation from the U.S. Congress), the 10,000 square foot building was completed in 1998 and officially opened to the general public in April 2000. The building features include a children's room, a conference room, the Pacific Collection room, and the computer lab where users are able to connect to the Internet, or use one of the other networked computer programs at a PC workstation.

Special Libraries:
There are several special libraries in the territory as well. These collections reside at the LBJ Tropical Medical Center (the hospital for the territory), the High Court, the Fono, the Jean P. Haydon Museum, the American Samoa Historical Preservation Office and the ASG Archives.

Mission

The Feleti Barstow Public Library is a center for lifelong learning dedicated to meeting the informational, technological, and cultural literacy needs of all age groups by providing both current and historical reading and instructional materials in a variety of formats. As the central public library for American Samoa, we serve as a model for other libraries and information centers to increase access to reading materials and promote literacy.

Goals and Objectives for FY 2003 - 2007

The following goals and objectives have been established for the Feleti Barstow Public Library. These goals have been modified and refined for the purpose of providing the territory's

residents with many levels of library service, from infants to the elderly and disabled, including students in elementary, secondary, and post-secondary schools.

GOAL 1: Maintain the central public library with daytime, evening, and weekend hours, to serve as a center for life-long learning, and expand access to library and information services throughout the territory.

Objectives:
- Determine facility expansion needs and undertake capitol improvements as needed.
- Open and maintain branch libraries.
- Establish and maintain a mobile library to expand services to remote villages and underserved communities including the elderly, vision impaired, and disabled.

Needs assessment
- During the school year, the library averages over 500 people a day, and seating and access to enter the State Library is a constant issue. Generally, school libraries have very limited resources, so the State Library serves as the main center for updated and current research materials with available computers for use after school hours. On a daily basis, between 2 p.m. to 4 p.m., students from schools throughout the territory place their names on a waiting list and line up outside the library to await their chance to enter, because the library is filled to capacity and a waiting period of 20 minutes to one hour is not unusual.
- The State Library teaches basic computer skills classes for library patrons which have been attended by students, adults, retirees, people seeking their high school equivalency certificate, and employees from various government and private organizations or agencies. Requests continue to be made for more computers, more computer classes and more access to the computer lab for general computer usage.
- The Computer Lab offers the only free-to-the general public Internet-connected computers - available for research, word processing and e-mail usage - in American Samoa.
- The majority of library users arrive on the bus, and bus service is very limited to the outer villages and communities providing an extremely small window of time that patrons in remote villages can use the library.
- The Children's Library collections account for nearly two-thirds of total items borrowed from the State Library, though it makes up only one-third of the book collection.

LSTA Purpose:
Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

> ### _Capitol improvements:_

Program:
1.   Research costs for facility expansion and equipment additions.
       Timeframe: FY 2003 – 2004

2.   Develop a proposal to expand the Children's Library and Computer Lab at the State Library and pursue funding.
      Timeframe: FY 2004 – 2005
3.   Build library addition and purchase additional library equipment and furniture.
      Timeframe: FY 2006 - 2007
4.   Purchase additional Internet-ready computers for public use in the newly enlarged Computer Lab. (LSTA)
      Timeframe: FY 2006 - 2007
5.   Hire staff as needed.
      Timeframe: FY 2006 - 2007
6.   Promote new addition.
      Timeframe: FY 2006 - 2007
7.   Develop questionnaire for library patrons.
      Timeframe: FY 2006 – 2007

Key Output Targets:
- ✓ 75 % of parents surveyed will indicate their children's attitude about reading has improved or their academic record has improved.
- ✓ 60 % of student patrons surveyed will name the library as their primary source for Internet access.
- ✓ 60 % of students surveyed report their homework and report writing has improved due to better access to the library computers and other library materials.

Key Outcome Targets:
- Community members enjoy increased educational and recreational opportunities.
- Branch sites help bridge the digital divide with free access to the Internet on public access computers.
- More students have increased educational opportunities.

Branch libraries:

Program:
1.   Develop a proposal to establish branch libraries and pursue funding.
      Timeframe: FY 2004 – 2005
2.   Acquire branch library facility and purchase additional library equipment and furniture.
      Timeframe: FY 2006 – 2007
3.   Equip with Internet-connected computers for public use. (LSTA)
      Timeframe: FY 2006 – 2007
4.   Hire staff as needed.
      Timeframe: FY 2006 – 2007
5.   Promote new addition.
      Timeframe: FY 2006 – 2007
6.   Develop and publicize on-site literacy and after school homework programs. (LSTA)
      Timeframe: FY 2006 – 2007
7.   Develop usage questionnaire for library patrons. (LSTA)
      Timeframe: FY 2006 – 2007

Key Output Targets:
- ✓ 80% of all students that use the library and that request assistance from staff will be successfully helped with homework and research assignments by library staff.
- ✓ 80 % of all branch site library users will report more convenience and ease of use for library research and recreational needs.
- ✓ 60 % of all branch site computer users report the library is their primary source for report writing.
- ✓ 60 % of all branch site computer users visit the library as their main source of accessing the Internet.
- ✓ 80 % of all branch site computer users visit the library because they do not own a computer of their own.

Key Outcome Targets:
- Branch sites help bridge the digital divide with free access to the Internet on public access computers.
- Community members enjoy increased educational and recreational opportunities.

Mobile library:

Program:
1. Research costs and maintenance issues.
   Timeframe: FY 2004
2. Develop proposal for mobile library use and sample schedule.
   Timeframe: FY 2004
3. Discuss mobile facility visits with village representatives.
   Timeframe: FY 2004 - 2005
4. Purchase mobile facility.
   Timeframe: FY 2005
5. Equip mobile library and select library materials to be offered, to include public access computers and materials and assistive devices for special needs communities. (LSTA)
   Timeframe: FY 2005 – 2007
6. Develop literacy programs for mobile library visits (LSTA).
   Timeframe: FY 2005 – 2007
7. Hire or train staff as needed.
   Timeframe: FY 2005 - 2006
8. Develop usage questionnaire for library patrons. (LSTA)
   Timeframe: FY 2006
9. Promote, evaluate and report on mobile library visits.
   Timeframe: FY 2006 –20

Key Output Targets:
- ✓ 60 % of people who are issued library cards via the mobile library visits will report this is their first time ever using a library.
- ✓ 90 % of people who visit the mobile library will report more convenience and ease of use for research and recreational needs.
- ✓ 75 % of children who participate in mobile library literacy programs will be able to read one page from a simple text.

Key Outcome Targets:
- People enjoy increased educational and recreational opportunities.
- Children demonstrate increased literacy skills.

GOAL 2: Actively provide for the territory's literacy needs of all age groups.

Objectives:
- Design reading and other language literacy programs and materials to meet the needs of all ages and include both English and Samoan languages and support and encourage other reading and literacy programs in the territory through professional collaborations.
- Develop and support the preservation and promotion of cultural heritage and cultural literacy through a variety of media including oral, print, electronic and digital reproduction programs.
- Promote and support computer literacy for the enhancement of job skills, and to help bridge the digital divide, by offering computer training in both central and remote locations.
- Develop a service plan to provide training and access to a variety of assistive devices, equipment, and computer technology for the physically impaired and disabled, and offer a wide range of materials for vision and hearing impaired members of the community, to include large print reading materials, audio books, and closed caption viewing materials.

Needs Assessment:
- The library teaches basic computer skills classes for library patrons, which are attended by students, adults, retirees, people seeking their high school equivalency certificate, and employees from various government and private organizations or agencies. Requests continue to be made for more computers, more computer classes and more access to the computer lab for general computer usage.
- Requests for cultural history books and instructional materials on the Samoan culture and language are constant.
- Nearly 90 % of the population in Samoa is of Samoan ethnicity, but educators and language experts recognize declining levels of proficiency in the Samoan language each year.
- Parents of the children who attend literacy programs sponsored by the library ask for more programs and report their children have improved their school habits and increased their reading time.
- Requests for assistive devices, Large Print books and books-on-tape are increasing.

LSTA Purpose:
Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below poverty line.

Computer literacy:

Program:
1.   Schedule computer classes and staff time (materials are already developed). (LSTA)
         Timeframe: FY 2003 – 2007 (ongoing program)
2.   Advertise classes and register participants. (LSTA)
         Timeframe: FY 2003 – 2007 (ongoing program)
3.   Record and report on students' skills at completion of class. (LSTA)
         Timeframe: FY 2003 – 2007 (ongoing program)

Key Output Targets:
- ✓ 100 % of participants who complete the computer class can successfully turn computer on and off AND
- ✓ 100 % of participants who complete the class can use mouse and keyboard effectively AND
- ✓ 100 % of participants who complete the class can open and close one program successfully, after they have completed training.
- ✓ 100 % of participants who complete the class can search the OPAC to locate an assignment within the library AND
- ✓ 100 % of participants who complete the class can use an Internet search engine to locate at least two applicable web sites AND
- ✓ 100 % of participants who complete the class can create, save and print a document in a word processor program AND
- ✓ 100 % of participants who complete the class can establish an Internet E-Mail account and send a message.

Key Outcome Targets:
- Participants demonstrate the ability to effectively use computer resources without error.
- Participants demonstrate a basic understanding of computer operation.

Assistive devices:

Program:
1.   Develop service plan with input from partners who deal with disabled/special needs population. (LSTA)
         Timeframe: FY 2004 - 2005
2.   Establish the State Library as a Sub-Regional Library for the Blind under the Hawai'i State Library. (LSTA)
         Timeframe: FY 2005

3. Acquire assistive devices and special needs materials for loan and in-house use. (LSTA)
   Timeframe: FY 2005 – 2006
4. Train staff on use of assistive devices and develop all policies for use of assistive devices and special needs materials. (LSTA)
   Timeframe: FY 2005 - 2006
5. Develop usage questionnaire for patrons using assistive devices.
   Timeframe: FY 2005 - 2006

Key Output Targets:
- ✓ 100 % of participants who complete training on assistive devices will be able to sign up for a library card and use the library for the first time because of the assistive devices.
- ✓ 75 % of participants who answer a questionnaire or sit for an informal interview will indicate high satisfaction with assistive devices.

Key Outcome Targets:
- Participants increase their educational and recreational reading opportunities with the use of assistive devices.

Literacy programs:

Program:
1. Develop literacy program and materials. (LSTA)
   Timeframe: FY 2003 – 2007 (ongoing program)
2. Schedule staff and advertise program (with input from literacy partners if applicable). (LSTA)
   Timeframe: FY 2003 – 2007 (ongoing program)
3. Register participants, conduct and evaluate programs. (LSTA)
   Timeframe: FY 2003 – 2007 (ongoing program)

Key Target Outputs:
- ✓ 100 % of participants who participate in co-sponsored literacy programs will be able to read one page from a simple selected text.
- ✓ 75 % of parents whose children complete a literacy program will indicate their children's attitude about reading has improved or their academic record has improved.
- ✓ 100 % of partnerships formed between the State Library and literacy partners will result in a completed program.
- ✓ 75 % of students/children who complete the literacy program will be able to read one page from a simple selected children's text.

Key Outcome Targets:
- Literacy partnerships increase educational opportunities for the community.
- Participants demonstrate increased literacy and language skills.

> *Cultural literacy:*

Program:
1.   Complete production of Samoan legends CDs and basic Samoan language course video. (LSTA)
     Timeframe: FY 2003-2004
2.   Advertise availability via the Internet and local media. (LSTA)
     Timeframe: FY 2003-2004
3.   Monitor usage and record and report evaluation data.
     Timeframe: FY 2003 – 2007

Key Output Targets:
- ✓ 75% of people who borrow CDs on Samoan myths and legends can name the title of a Samoan myth or legend and 2 main characters.
- ✓ 75 % of people who borrow basic Samoan language videos can translate three sentences in Samoan after viewing language video.
- ✓ 75% of people who access the digital photo collection AND are first time users of the digital photo collection will find materials they could not locate elsewhere.
- ✓ 75% of people will report satisfaction at library-sponsored cultural programs or events.

Key Outcome Target:
- Library users have better understanding of Samoan cultural traditions, customs, writings or issues.

GOAL 3: Establish the American Samoa Library Assn. (ASLA) to advance resource sharing through online technology and encourage professional development amongst library staff in the territory

Objectives:
- Establish the American Samoa Library Assn. to include all territorial libraries, information agencies, archival and preservation institutions, and other like entities dedicated to developing and maintaining networked technology and resource sharing in the territory of American Samoa.
- Seek collaborations to promote and encourage Continuing Education (CE) for librarians and support staff through resource sharing between libraries, visiting instructors, video teleconferencing, distance learning opportunities and other means which are deemed appropriate for local needs.

Needs assessment:
- Asked what they would need to better serve their students, nearly every librarian interviewed replied: "More computer research skills" or "training on how to use the Internet". Many acknowledge their students are much more savvy than they are when it comes to computer technology, and want to increase their skills and confidence to aid their students.

- School libraries consistently lack updated reference materials, or consistent access to Internet resources.

LSTA purposes:
Establishing or enhancing electronic linkages among or between libraries; assisting libraries in accessing information through electronic networks; encouraging libraries to establish consortia and share resources; and paying costs for libraries to acquire or share computer systems and telecommunications technologies.

<u>*American Samoa Library Assn.*</u>

Program:
1. Evaluate hardware and upgrade software as needed for ASLA libraries. (LSTA)
    Timeframe: FY 2003 - 2004
2. Provide electronic linkage for a shared Online Public Access Catalog (OPAC) and other database sharing. (LSTA)
    Timeframe: FY 2003 - 2007
3. Develop ASLA membership guidelines, mission statement, and publicize the new association territory-wide. (LSTA)
    Timeframe: FY 2004 – 2007
4. Provide OPAC training. (LSTA)
    Timeframe: FY 2003 - 2007
5. Develop online questionnaire and use the Worldwide Web and Internet resources to publicize State library resources for local, regional and international access. (LSTA)
    Timeframe: FY 2004 - 2007
6. Conduct interviews and evaluate programs. (LSTA)
    Timeframe: FY 2004 – 2007

Key Output Targets:
- ✓ 95 % of librarians who complete training on the Online Public Access catalog (OPAC) will be able to successfully search OPAC for a requested book title in 5 minutes.
- ✓ 95 % of librarians trained on OPAC will be able to name at least 2 requested books based on a subject search in OPAC within 5 minutes.
- ✓ 90 % of librarians trained on OPAC can clearly explain and demonstrate how to use OPAC to a group of students at the end of their training session.
- ✓ 50 % of people who use State library online resources from remote locations will respond positively on an online questionnaire when asked if access was easier for them via the Internet.

Key Outcome Targets:
- ASLA member organizations provide improved online resources for the community.
- Territorial librarians demonstrate improved library and search skills to serve library users.

Professional development:

Program:

1.   Survey librarians for continuing professional development priorities. (LSTA)
       Timeframe: FY 2003 – 2004
2.   Seek out at least one collaboration each year to promote and encourage professional
       development for the territory's librarians, through resource sharing between libraries,
       visiting instructors, video teleconferencing, distance learning opportunities and other
       means deemed appropriate for local needs.   (LSTA)
       Timeframe: FY 2003 – 2007
3.   Promote workshops and seminars. (LSTA)
       Timeframe: FY 2003 – 2007
4.   Conduct survey after each event is completed. (LSTA)
       Timeframe: FY 2003 – 2007
5.   Conduct follow-up interviews 6 months after training is completed. (LSTA)
       Timeframe: FY 2003 – 2007
6.   Conduct program survey after each program is completed. (LSTA)
       Timeframe: FY 2003 – 2007
7.   Record and report evaluation data. (LSTA)
       Timeframe: FY 2003 – 2007

Key Output Targets:
- ✓ 75% of librarians who complete a workshop or seminar will demonstrate basic
   understanding of skills taught in class (specific indicators to be agreed upon for each
   class by instructor and Territorial Librarian).
- ✓ 75% of librarians and support staff who complete a workshop or seminar will register
   for additional classes on different topics and demonstrate understanding of skills in
   class (specific indicators to be agreed upon for each class by instructor and Territorial
   Librarian).
- ✓ 75 % of librarians and support staff who complete a workshop or seminar will report
   their participation in training has improved their library service to the community in a 6-
   month follow-up interview.

Key Outcome Targets:
- • Librarians and support staff offer improved library service skills to the community.

Stakeholder Involvement

Because American Samoa is a closeknit community, stakeholder involvement is a foregone conclusion. Suggestions for improvements or additions to library services are given to library staff on a daily basis by community members, and the Territorial Librarian receives feedback and input from parents, patrons and educators at every public or private function she attends. Several improvements to library services have been realized as a result of these suggestions, comments and feedback. Also, following is a summary of planning and needs assessment undertaken by the State Library for this plan.

This Five-Year plan is the result of strategic planning based on many elements. A Review Committee was assembled to assess the last Five-Year plan and provide input for the new plan. The members included community representatives and leaders who are broadly representative of all types of libraries and information services in the territory:

- John Enright, Historic Preservation Officer, American Samoa Historic Preservation Office
- Father Viane Etuale, Community Representative, Fatu-o-Aiga, Pago Pago Diocese
- Dr. Steven Lin, Director, American Samoa Community College Library
- Cheryl Morales, Territorial Librarian, American Samoa Government (ASG)
- Tui Peau, Community Representative, Vice-Principal, Nu'uuli Poly-Tech High School, ASG
- Emma Pen, Program Director, Library Services, Department of Education, ASG
- Ruth Tuiteleleapaga, Library Project Consultant

Other data collected and reviewed included:

- site visits to the college and public high school libraries to evaluate facility needs and interview librarians,
- general library usage survey conducted for State Library patrons over a two-month period,
- interviews with the Territorial Librarian,
- review of all projects funded with LSTA monies,
- interviews with Program heads for the State Library,
- interviews with stakeholders and collaborative partners,
- review of State Library Board of Director minutes, and
- environmental scan of computer technology available on island.

Library staffs throughout the territory were consulted along with educators from both the public and private school systems. Opinions were also sought from other professionals from agencies and organizations whose missions include information collection, storage, and dissemination. In addition to this, members of the community were, and continue to be canvassed about their information needs.

Monitoring Procedures

Appropriate library staff will be assigned to track results outlined in this plan. For ongoing programs, reporting will be done on a monthly basis by Program Heads at the State Library, with a final overall report to be delivered annually. Reports and results will also be submitted as programs or projects are completed, and all evaluation results will be reviewed by the Territorial Librarian and the independent Library Project Consultant. Any substantial revisions to the Plan will be sent to IMLS according to the provisions of the LSTA.

Communication Procedures

Copies of the final Five-Year plan will be made available to the public at the State Library and on the State Library Website, and readers will be encouraged to provide comments or suggestions via e-mail, in person or in writing. The State Library has been very successful in keeping the public informed of significant events or important library information via press releases, newspaper ads, TV interviews, the library Website and an extremely effective word-of-mouth. Library representatives are also dispatched to share library information at local educational conferences or workshops, or to community functions where parents or educators are the main audience.

Administration:

The Territory of American Samoa will not spend more than 4% of LSTA funds to administer the LSTA program. LSTA funds will cover costs for administrative activities such as the independent audit, which will be performed annually. All other administrative functions will be funded through the regular budget process with the Feleti Barstow Public Library. These activities shall include all fiscal transactions, budget management, payroll, accounting, and monthly and periodic budget reports as required at local and federal levels. In addition, administration will include the recruitment and hiring of employees for grant related activities performed by the central public library.